



Activity 8.2

Personal Reflection on Classroom Assessment, Teacher Evaluation, and Professional Development

Learning Target for the Activity

- Know how to unpack evaluative criteria.

Purpose

This activity can be done individually and/or used as discussion prompts in small groups. The purpose is to understand your own experience with the big ideas in this chapter.

Time

45 minutes

Materials Needed

None

Suggested Room Setup

Small groups of four to six participants

Directions

Each of the prompts below can be processed:

1. Take a few minutes and consider each prompt individually, making notes of your thoughts as you proceed.
2. When you have finished, have each participant at the table share their thoughts.
3. When this is completed, consider and discuss the following:
 - a. What commonalities are there?
 - b. What stands out as noteworthy?
 - c. Did any conflicts or contradictions emerge?
4. What professional development have you participated in that has truly affected your classroom practice? Other than the delivery of important and useful content, what qualities made the learning experience memorable?
5. After reading this book through Chapter 8, what goals will you set to enhance your personal learning in assessment literacy?
6. What examples have you tried where professional development was on site and embedded? How have they worked? What were the successes and difficulties?
7. If you could add any classroom assessment criteria to the evaluation form for teachers you currently use, what would they be? Why? Are there any criteria you would delete? Why?
8. If possible, describe an experience where you suggested a change in assessment literacy practice as part of a postobservation conference and the end result of that suggestion.

Closure

Processing book content can be accomplished in more ways and with more prompts than the ones listed above. If participants are curious about how others reacted to other ideas or topics in the chapter, develop your own prompts and extend the activity.